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ABSTRACT

The purpose of this handbook is to help program subcommittees in completing the first phase of the self-study, which is referred to as establishing program intent. Establishing program intent is trying to put in writing what it is the program is supposed to do for the students it is funded to serve. It does not replace curriculum development; creating written documents about how the program is going to be run--including information about how to use materials, teaching strategies, course outlines, unit outlines, and the like--will still be necessary work for staff to do. Program intent just tells what all those things are being used for. This handbook lays out some specific methods for doing that. It is designed to be used selectively, however, and contains four parts: (1) district philosophy, goals, and priorities; (2) a program mission statement (or program philosophy if that term conveys more); (3) a set of exit level learner expectations; and (4) a set of enabling level learner expectations. (Author/GK)

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PROGRAM INTENT HANDBOOK

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PROGRAM INTENT HANDBOOK

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USER'S GUIDE

The purpose of this handbook is to help program subcommittees in completing the first phase of the self-study. That phase is called establishing program intent.

As a program subcommittee member, you'll have learned from your orientation with the steering committee that the job which now faces you is to complete a self-study, using criteria established by the committee. The ultimate goal of any self-study is to identify where each program is strong and where it needs improvement.

The starting point is here: trying to put in writing what it is the program is supposed to do for the students it is funded to serve.

This handbook lays out some rather specific methods for doing that. It was designed to be used selectively, however. In some districts, a good deal of work in this area will already have been done. If intent has been established in a reasonably adequate way, subcommittees will simply be updating and revising it in minimal kinds of ways. In districts where little or no work has been done in articulating programs, this handbook will be used extensively.

Maybe it would be best to start with what the program intent documents are not. They are not, at the beginning of any self-study, firm or binding mandates to program staff. (While we're at it, we should also say what we mean when we use the term "program staff:" that's all the teachers and supervisors involved with the program, including every elementary teacher if it's a K-12 program.) They are not curriculum guides in the sense that most of us think about curriculum guides or outlines. Program intent documents spell out WHAT the program is supposed to do for kids; curriculum documents detail HOW the program is going to deliver on its intent. Establishing program intent does not replace curriculum development, as most of us know that process. Creating written documents about how the program is going to be run--including information about how to use materials, teaching strategies, course outlines, unit outlines, and the like--will still be necessary work for staff to do. Program intent just tells what all those things are being used for.

Having said all that, let's talk about what program intent is. And it is many things. It's a statement about why the program exists at all, why taxpayers' money is directed toward instruction in the area. It's a statement of what the staff considers learning priorities, so no matter how much enrollment declines, how many teachers are lost from or gained on the program staff, how the district reorganizes, or how many schools are built or closed, the program intent document says, for the whole world to see, what must be learned and accomplished for the program to remain viable. It's a means for articulating instruction between grade levels, for establishing a workable intra-school communication system, for informing decision making about what resources are needed to keep the program strong, and for explaining to students, parents, staff (particularly new staff), nonprogram teachers, administrators, and board members why there is such a program and what it is intended to do for students.

When you've finished this part of your self-study, you'll have a document, about 10-15 pages in length, that will contain four parts: (1) district philosophy, goals, and priorities; (2) a program mission statement (or program philosophy if that term conveys more to you); (3) a set of exit level learner expectations; and (4) a set of enabling level learner expectations. Taken together, the four parts of your intent document will be your initial attempt to answer the question: What should be be doing for students in the program we offer?

The procedures suggested in the pages that follow involve a progression of steps which have been developed and used, with modifications to fit local circumstances, in

numerous school systems. The approach is logical and systematic, yet sufficiently flexible to allow for alterations and adaptations to accommodate local needs or desires. The process is based on the several assumptions:

Student performance is enhanced when there are logical, sequential, learning targets established and aimed at by those who teach.

Those who articulate learning and develop curriculum should be the same people who are to teach it and be held responsible for it.

Once learning expectations are articulated, they should serve as the basis for providing help to teachers through inservice and other professional growth activities.

Adequate provisions must be made by the district to ensure that staff members have the time and receive rewards for completing the process.

Aligning programs through this process will create an effective way to analyze learning achievement by ensuring continuity of learning: it can eliminate voids, overlaps, and needless repetition for students.

Once the process is complete, the program intent document can serve as a means for allocating resources equitably across all programs and for using those resources wisely.

The documents will help put teachers and the district in a professional and defensible position of holding learners accountable for their achievement once students know what expectations for them are.

The documents do not prescribe how expectations will be met; consequently, teachers who are educated and paid to teach are encouraged to be as creative and innovative as possible in bringing their students to agreed-upon levels of performance.

The social mission of schools is to educate, not merely train, young people. This process is designed to ensure that it does not produce mechanical, trivial objectives which can be easily measured. It does not "behaviorialize" the curriculum; rather it encourages the inclusion of less readily measurable but vital expectations for students to develop appropriate attitudes and values.

The program intent documents for each program are means not ends and should undergo continuous revision as teachers, texts, and social demands change.

Even though minimum competencies can be identified within articulation documents, the process does not limit itself to listing only those skills which can be readily measured. Articulation documents contain statements which capture most, but not all, of the learnings which students will be expected to gain from exposure to a given program.

The net result of the self-study will be better alignment between program intent and program delivery. That alignment will occur because of the work you will do over the next several months.

In the last phase of the self-study, you'll be asked to draw some conclusions about how effective the program is. To make that determination, you obviously need to begin with a definition of effective. That's program intent. It could be stated in several ways, but we're suggesting that the best way to define program effectiveness

is in terms of what students should be able to know, do, and value as the result of exposure to a program. Other approaches could include defining effective in terms of what you put into a program or in terms of what teachers do rather than what students learn. But the mood of the public is such that neither is very acceptable. People have a pretty good idea of what goes into education; they pay for it. Listing what teachers do--teach metrics or Moliere--doesn't answer the question uppermost on many people's minds. That is, what are kids learning from being taught metrics or Moliere?

But stating intent in learning terms is not just to mollify a discontented public or apprehensive government officials. The research on student performance clearly shows that achievement correlates strongly with an articulated, set of learning targets that teachers agree to aim at. And improving student performance is much of what schools are all about.

Just a word about the alignment process. It will take some time. It will also mean modifying not just the program and the way it's being delivered right now but also the program intent document. When you're done with this first phase of your self-study, what you'll have is likely to be your first cut at saying what the program is for. That will be followed by an intensive look at what the program is like now, through the collection of several kinds of evidence about the program's present operation. After the evidence collection phase of the self-study, you'll evaluate or analyze that evidence and draw conclusions. Then most district models include an outside audit of the whole process, the evidence collected, and the conclusions drawn. Team reviewers will write reports in which they will also, as you will have done in your self-study, make recommendations about how to better align intent with delivery.

After the complete self-study is done and after the team has validated it, you will come back to your original program intent document for a final revision. It will only be after all these things have happened that you and the rest of the program staff will ratify the program's mission statement and listing of learner expectations. That event isn't apt to occur for at least two or two and a half years from now.

In the meantime, several alignment activities will have taken place. You will have revised any existing program philosophies (or mission statements as we call them) and had the full program staff react to them. Likewise, you will have mapped the existing program to get a preliminary description of "what is," for the mapping process will elicit from program staff a listing of what teachers are now expecting of students. You'll have taken that set of mapping listings and modified it somewhat to bring the program into a better articulated state. Then you'll have returned the listing that you've revised to staff to get their reactions to what you've done in the way of modifying "what is." Finally, you'll have used their reactions to make one more set of modifications so that the listing of expectations you arrive at, when this first phase of your self-study is completed, will reflect a better ordering and articulation of the program.

And now to begin establishing program intent. . . .

PROGRAM INTENT

The Content

Although this manual will deal with both the content--what goes into it--and the process--how you get it there--of a given program intent document, this section will address the first of those two important considerations.

Each program's articulation document will contain four parts, and each part will be a successively more specific set of guides about what the intent of the program is. Each must "fit" with all the others; each will serve as a validity check of the others. The four parts are:

(1) *district philosophy and/or goals*

(2) *program mission statement*

(3) *exit level learner expectations for the program*

(4) *enabling level learner expectations for the program*

The graphic on the next page called Program Intent Document gives a visual representation of the relationships among the four parts and will be discussed in the remainder of this segment of the manual.

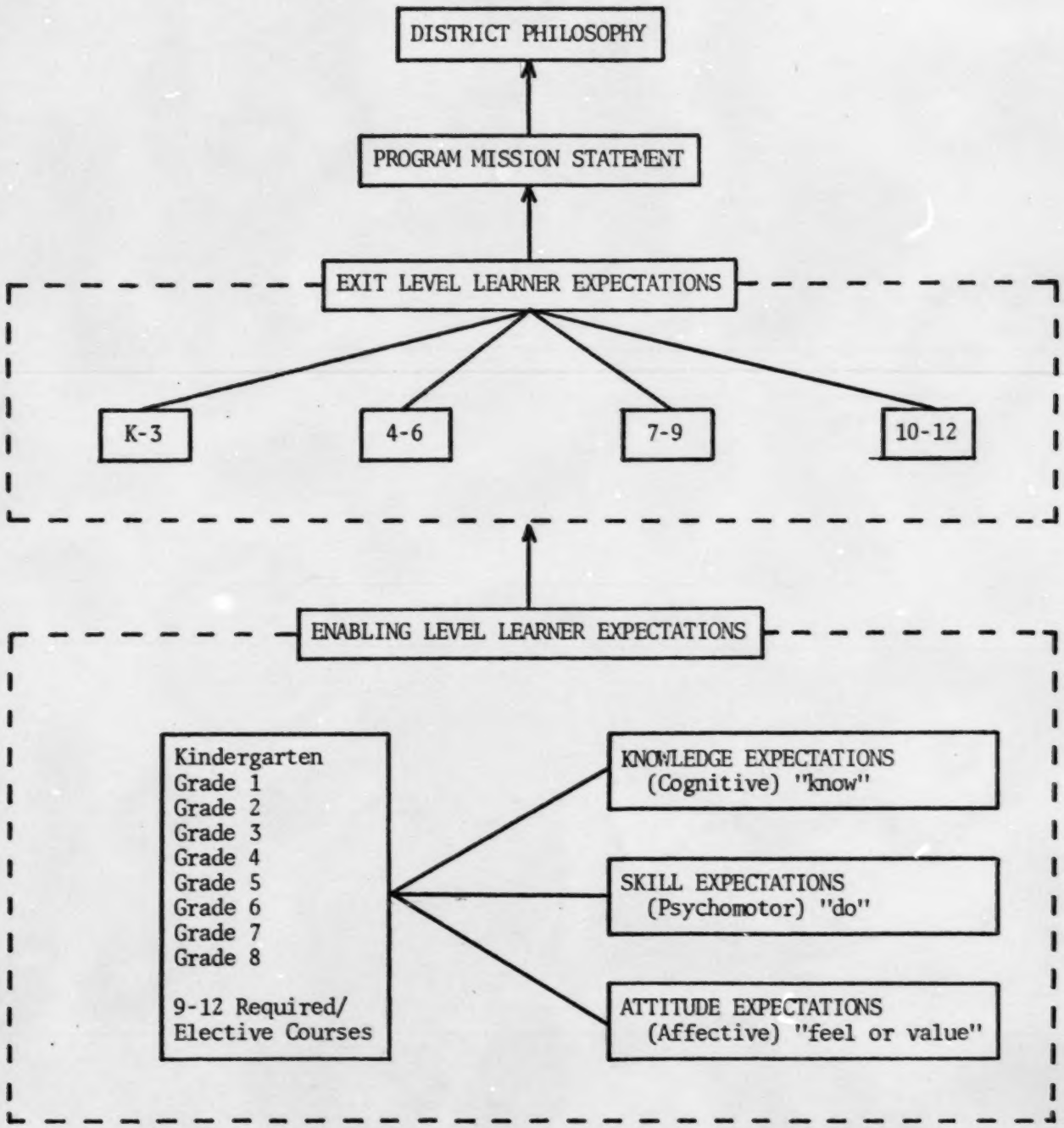
THE DISTRICT PHILOSOPHY AND/OR GOALS

Rarely does a school district operate without board of education adopted statements of philosophy and goals. It is not unusual, however, for those statements to have been drafted without much community involvement or to have been in existence for long periods of time without benefit of reflection or revision.

Nevertheless, the district's philosophy and goals set the tone and direction for the entire curriculum and instructional program of the schools which implement them. These broad, general statements should reflect the curricular and instructional emphases which the elected representatives of the community--the school board--desire in the learning of that community's young people. They should mirror the unique population and economic makeup of the district and make explicit, without great detail, the aspirations of the education system for students within the people and money resources available to do it.

The first decision point in the development of program intent documents has been reached. For purposes of articulating curriculum, the district may take one of several courses of action. It may accept existing statements of philosophy and goals, and use them as the first part of each of the articulation documents to be generated. Or the decision may be for those staff involved with the articulation development to ask the board of education to review existing district philosophy and goals statements to revise and update them, if it is the board's decision to do so. A third option is to initiate a more comprehensive set of activities to include a community goals setting project, which will lead ultimately to a board-ratified philosophy based upon community expressed priorities. Instrumentation for such a goal setting activity is available in the SEC manual entitled DISTRICT DATA BASE HANDBOOK.

PROGRAM INTENT DOCUMENT



Whatever the decision about method for arriving at a policy level adoption of district philosophy, the final product of that method should be included as the first part of each program's intent document.

PROGRAM MISSION STATEMENT

The second part of the program intent document for a program is the program mission statement. Typically, it is a one page expression of the program staff's beliefs about why their program exists for students, stated in broad, general, philosophic terms. Although the mission statement is usually very brief, it should--like the even more general and comprehensive district philosophy and goals statement--give direction and set tone for the more specific portions of the articulation documents which are derived from it. Program staff should spend enough time to come to agreement about why it is they are doing what they do, why they teach what they teach.

An example of a program mission statement is shown on the next page.

EXIT AND ENABLING LEVEL LEARNER EXPECTATIONS

Once both district and program level intent has been stated in broad, general, timeless terms, program staff can begin the process of developing the learning expectations which will meet that intent.

To begin, it should be understood that learner expectations are just that, statements of what students will learn. They are not statements of what teachers teach or how they teach. It should also be understood that it is unlikely that the two learner expectations segments--exit level and enabling level expectations--will capture all that every student will learn from exposure to a given program. Some students will clearly learn more than is expressed in these documents, but the expectations must capture those critical learnings that most students will obtain during the course of their matriculation in a program. That notwithstanding, the learner expectations should not be considered minimal competencies either, in the sense that minimal competencies are expressions of only those limited skills which can be readily measured. Districts wishing to create a minimal competency program may do so by identifying those learner expectations which are considered as appropriate minimal competencies from the whole array of expectations developed within this process.

Because this process is an attempt to simplify the task of articulating programs and to avoid the burdensome task of writing voluminous documents which often contain information nobody uses or that few use infrequently, only two levels of learner expectations are included. As was noted earlier, each of the four parts of the program intent documents is successively more specific than the part which preceded it. Hence, exit level learner expectations are more general than enabling level expectations. Before going further into the process, it would be well to give some definition of both exit and enabling expectations.

> *Exit level learner expectations describe the desired exit level of performance expected of students at preestablished points in a program continuum. These points on the continuum are usually expressed in terms of grade level groupings which reflect the organizational structure of the district. Exit level expectations state the key learning outcomes necessary to obtain the critical*

K-12 SOCIAL STUDIES

MISSION STATEMENT

The fundamental concern of social studies education in this district is people, people as they work together in societies, form governments, provide for their material and psychological needs, people as they love and hate one another individually and collectively; and people as they make use of resources on this planet. Further, the social studies puts students in touch with their cultural heritage and provides them with a temporal link between past, present, and future.

Social studies education in this district is designed to prepare students to make independent decisions that affect their relationships with other human beings and their environment; to foster tolerance and unprejudiced attitudes toward other peoples and events; to develop an interest in the American system so as to encourage responsible participation in that system; to develop the ability to analyze and compare the ideas of the past, present, and future; to develop an understanding and appreciate of the cultural differences, commonalities, and interdependencies that exist among all peoples of the world; to enable them as individuals to develop their own values rationally and to accept accountability for the consequences; and finally to develop an appreciation and recognition of the intrinsic worth of mankind.

Adapted from the Brown Deer, Wisconsin Public Schools social studies curriculum document.

knowledge, skills, and attitudes necessary for learner success at the next educational level, or for functioning in the world beyond the school.

Exit level learner expectations represent a series of checkpoints on a learning continuum. While the checkpoints will vary from district to district, it is not uncommon to find four clusters of exit level expectations: one cluster for primary grades stated in terms of key learnings to be achieved by most students by the end of the third grade; one cluster for the intermediate grades showing what is expected of students by the end of grade six; one cluster for junior high describing what students should know, do, and value at the end of ninth grade; and one listing key learnings for graduation. A district with middle schools encompassing grades 5-8 might have only three clusters of exit level learner expectations: one for fourth graders; one for eighth graders; and one for graduation.

One of the assumptions of the process is that learning is continuous and sequential. As a result, each cluster of exit level expectations will reflect more complex and sophisticated learnings. Although the focus of a set of exit level learner expectations might be seen throughout the continuum of clusters, the complexity will advance with each cluster. For example, in a language arts program, writing is likely to be a focal point in every exit level cluster, from the third grade through graduation. Yet the level of difficulty of each expression of that expectation will be progressive.

The exit level learner expectations then, when taken together, become a series of desired end products listed in successively more complex learning outcomes. Enabling level expectations reflect those things learners must do to get to the exit level learner expectations.

Enabling level learner expectations describe the knowledge, skills, and attitudes necessary to achieve exit level expectations.

It should be clear that there must be a close connection between the two kinds of learner expectations that comprise articulation documents, since enabling expectations will be derived from and validate the exit level expectations.

Classifying Expectations

To help program subcommittees responsible for writing expectations in organizing the task and to avoid ending up with a mere accumulation of objectives that don't reflect any logical progression of learning, a classification of learning behaviors is needed. Understanding the relationship between exit and enabling level learner expectations is the first step, of course.

Both types of expectations, however, can be more easily developed if the program subcommittee members think about them in terms of categories. Although it would be desirable for at least some members to have a thorough understanding of one of the most common classification systems used in education today, that is Bloom's Taxonomy (see Bloom et al., Handbook I: Cognitive Domain and Krathwohl et al., Handbook II: Affective Domain), it is not necessary to be a theoretical curriculum specialist to get the job done.

In brief, the taxonomy categorizes learning into three classifications or domains: the cognitive, the psychomotor, and the affective.

The cognitive domain classifies the intellectual processes of the learner into six subclassifications, ranging from the simplest to the most complex:

KNOWLEDGE ability to memorize, recall, or otherwise repeat information presented earlier.
Example: List the five main parts of a 35 mm camera.

COMPREHENSION ability to interpret or restate the information acquired on Level 1 in one's own terms.
Example: Describe the sequence of six steps for loading film into a 35 mm camera.

APPLICATION ability to use or apply information, theories, principles, or laws to new situations.
Example: Choose the three camera exposure settings for various picture-taking situations.

ANALYSIS ability to divide complex knowledge into its separate parts and to recognize the relationship of those parts.
Example: Compare the way each camera setting is made on two different models of 35 mm camera.

SYNTHESIS ability to bring together separate elements of knowledge to form new patterns or wholes.
Example: Plan a series of six subjects for a photographic slide sequence.

EVALUATION ability to make judgements or appraisals based on knowledge or given criteria.
Example: Evaluate the quality of slides prepared by members of the class on a four-point rating scale.

The psychomotor domain classifies into 5 subclassifications--again ranging from simple to complex--learners' abilities with physical and neuromuscular skills.

IMITATION of some observed act usually lacking neuromuscular coordination or control--generally crude and imperfect.

MANIPULATION emphasizes skill in following directions.

PRECISION emphasizes accuracy, exactness, control with reduction of errors.

ARTICULATION emphasizes coordinator of a series of acts--involves accuracy and control plus elements of speed and time.

NATURALIZATION the act is routine--automatic and spontaneous responses--performance is natural and smooth.

The affective domain classifies into 5 subclassifications, simple to complex, the attitudinal, emotional, and valuing behaviors of learners.

RECEIVING willing to give attention to an event or activity
Example: A student listens attentively to an announcement of a forthcoming meeting for the formation of an ecology-action group.

RESPONDING willing to react to an event through some form of participation.
Example: The student attends the ecology-action group meeting.

VALUING willing to accept an event through the expression of a positive attitude.

ORGANIZING when encountering situations to which more than one value applies, willingly organizes the values, determines the interrelationships, and accepts some as dominant (more important to the student)
Example: When the next meeting of the group is scheduled, the student decides to attend, rather than viewing a television program that interests the student or attending a school athletic event.

CHARACTERIZING BY A VALUE COMPLEX consistently acts in accordance with values the student accepts and incorporates this behavior as a part of his or her personality.
Example: The student continues an active participation in the ecology-action group program for many years.

The classification system used in this articulation process is essentially a distillation of Bloom's more complicated one. The crucial point to be made is that learning sequence as reflected in the articulation documents should be progressive. The taxonomy is a basis for building a progression. However, the terms used have been simplified: Learner expectations are built around the three domains but have been called knowledge (cognitive) expectations, skill (psycholomotor) expectations, and attitude (affective) expectations. Both exit and enabling expectations can be developed using these three classifications.

To assist in the actual writing of exit and enabling expectations, there are listed below some common verbs which are likely to be found in statements of knowledge and attitude learner expectations.

Knowledge (Cognitive) Learner Expectation Verbs

1. Knowledge

arrange	order
define	recognize
duplicate	relate
label	recall
list	repeat
memorize	reproduce
name	

2. Comprehension

classify	locate
describe	recognize
discuss	report
explain	restate
express	review
identify	select
indicate	tell
	translate

3. Application

apply	operate
choose	practice
demonstrate	schedule
dramatize	sketch
employ	solve
illustrate	use
interpret	manipulate

4. Analysis

analyze	differentiate
appraise	discriminate
calculate	distinguish
categorize	examine
compare	experiment
contrast	inventory
criticize	question
diagram	test

5. *Synthesis*

arrange	formulate
assemble	manage
collect	organize
compose	plan
construct	prepare
create	propose
design	set up
	write

6. *Evaluation*

appraise	judge
argue	predict
assess	rate
attach	score
choose	select
compare	support
defend	value
estimate	evaluate

Attitude (Affective) Learner Expectation Verbs

accepts	defends	judges	questions	visits
attempts	disputes	offers	shares	volunteers
challenges	joins	praises	supports	

Giving this brief overview of a learning classification system is meant only to provide some guidance. The system, like all systems, will be more of an obstacle than a help if it is used rigidly. Much will depend upon the program for which learner expectations are being developed. Obviously, more of the expectations for physical education will be in the skill (or psychomotor) category than will the expectations for social studies or language arts. Similarly, the system should not serve to discourage writing what staff members know to be common sense expectations at the expense of preserving the purity of the system. It will be impossible, for instance, to distinguish whether some expectations are knowledge or skill expectations. That is not important. Allowing confusion about the classification to become an obstruction to getting expectations written is counterproductive. Use the classifications to prompt ways to think about what to write down.

Some Examples

Using the previous definitions that exit level expectations are progressive checkpoints in the curriculum continuum and that enabling expectations describe the knowledge, skills, and attitudes necessary to achieve exit level expectations, program subcommittee members can begin incorporating the classification system as a guide to developing both types of learner expectations.

An example of an exit level expectation in the art program might be:

> *Upon completion of the K-4 art program, the learner will be expected to understand and apply the five design elements of color, line, shape, space, and texture.*

The statement is an example of a fusion in the classification system. Understanding is a knowledge phenomenon but applying knowledge in a program like art could easily be interpreted as a skill, since it would involve physical and neuromuscular activity. The classification distinction is not important.

In order to achieve the exit level expectation above, several enabling level expectations will need to have been met. So among the numerous enabling statements in the K-4 section of the art program's articulation document, one would anticipate finding most of the following statements:

Students will be able to list the primary colors.

Students will be able to distinguish free form shapes: circle, triangle, square.

Students will be able to manipulate lines to make shapes.

Students will draw a composition from a given shape.

Students will recognize the difference between two- and three-dimensional space.

Another example of an exit level learner expectation, this time for a language arts program, might be:

By the end of third grade, students will be able to write a construction which is a grammatically correct simple English sentence.

To achieve that expectation by the end of third grade, students would need to have learned several things, so the following enabling objectives would probably be found among the many which had been developed for the K-3 segment of the language arts articulation document:

Students will be able to recognize all the letters of the alphabet.

Students will be able to form all the letters of the alphabet in cursive and connect them into a series to form words.

Students will demonstrate an understanding of capitalization.

Students will demonstrate an understanding of terminal punctuation.

Students will be able to recognize subjects and verbs.

As you can see, the examples above tend to focus on knowledge and skill kinds of expectations. But fostering attitudes and values is a crucial element in education, and attitudinal (or affective) types of expectations should form a portion of every program's document. An example of an exit level expectation for a science program might be:

By the end of the program, students will demonstrate a positive attitude toward science.

Some enabling expectations might be:

Students will volunteer to write science articles for the school newspaper.

Students will request additional information about particular science topics of interest to them.

A word about developing learner expectations. The final product will need to be owned by the entire program staff. Commercial objectives, what we are calling expectations, are available. Use them if they help, but make the expectations your own.

ESTABLISHING PROGRAM INTENT

The Process

In review, the end product of each program subcommittee's work in establishing program intent will be a program intent document containing four parts: district goals and objectives; the program mission statement; the exit level learner expectations and the enabling level learner expectations. Each is derived from the one that preceded it and is more specific. Mission statements must "fit" with district goals. Exit expectations are derived from mission statements and each level of exit expectations "fits" with the next higher level. Finally, enabling expectations are derived from exit expectations by showing what students must do to meet exit expectations.

To Start

Perhaps an overview is the best way to begin describing the establishment of program intent process. The chart on the next page shows the activities and approximate amounts of time needed to complete them in order to create program intent documents. You'll note that activities for obtaining a district philosophy and goals statement are not included. The reason is that more elaborate direction for updating district goals is included in the DISTRICT DATA BASE HANDBOOK, which is part of this series. Because districts will differ widely in the approaches they use to revise district goals, this manual and the accompanying chart assume that some process for updating them has been completed and they are available for use by program subcommittees.

Most of the burden for developing the remaining three sections of the program intent documents lies with program subcommittees. It is that group, under the direction of the district wide steering committee, which will complete the steps outlined in this handbook. The purpose of any district's long range plan is to make programs more effective. There is ample research to show that one of the ways to do that is to develop staff agreed-upon learning objectives for students, expectations which are coherent, sequential, and well-articulated. The program articulation component of the intent documents is intended to produce those learning targets and to get all program staff--elementary, middle/junior high, and senior high--to agree that those targets are indeed the ones at which they should aim. Once developed and concurred with, they become a covenant for program staff.

Simply stated, the heart of a given program subcommittee's responsibility is to discover what the existing program is and to describe and modify it so that a better articulated and concise description of what the program intends to do for learners is available to use in the future. Once the program mission statement has been written and ratified by all program staff, the program subcommittee must set about the task of inventorying or mapping existing expectations. The first step is to devise a way to conduct that inventory.

Mapping Approaches

Districts may use any of several ways to map existing expectations to arrive at a description of "what is." The essence of the matter is, however, that the approach results in capturing a description of what is being done at the outset of this process by teachers in classrooms. And that description will be learning, not teaching,

SUBCOMMITTEE PROGRAM INTENT ACTIVITY SCHEDULE

TASKS	TIME	COMMENTS
• Plan a schedule and develop a time-line for completing the program intent document • Discuss district goals	One 1-hour meeting	Following this meeting, get approval of timeline by administration if necessary.
• Draft program mission statement	One 2-hour meeting	Distribute draft to all program staff and set deadline for returning with comments
• Modify and complete program mission statement based upon program staff commentary • Develop mapping forms and distribute to all program staff with directions and deadline for their return	One 2-hour meeting	
• Using mapping forms returned by program staff, draft exit level learner expectations	Two 2-3 hour meetings	
• Using mapping forms, draft enabling level learner expectations	Two 2-3 hour meetings	Distribute complete program intent document and TEACHER SURVEY I to program staff. Set deadline for returning survey responses.
• Finalize PROGRAM INTENT documents	One 2-hour meeting	

oriented. In short, it will list learning objectives or expectations for the program.

Survey Mapping

The most common approach used by program subcommittees in districts involves the use of a form like the one shown on the next page. A mapping form, with an explanatory cover letter from the program subcommittee, is distributed to every teacher in the program. In very large districts the program subcommittee may want to select a portion of the elementary teachers rather than surveying them all, using a method which

CURRICULUM MAPPING

DIRECTIONS: In the space below, please identify NO MORE THAN TEN key learning expectations for your course or grade level in this program. We are defining key expectations as the most important things, in your opinion, which you want students to learn when they are finished with the instruction you provide to them. We also want to know about objectives which you stress RIGHT NOW.

If the steering committee has asked you to, please also tell us, using codes, if you INTRODUCE the expectation (mark I), help students to MASTER the expectation (mark M), or REINFORCE a previously mastered expectation (mark R) for each objective you identify. Thank you.

Grade Level _____ Course _____ Program _____

Key Knowledge Expectations

Key Skill Expectations

Key Attitude Expectations

ensures that by the time the long range plan is completed, most or all elementary teachers will have been involved in the mapping process for one or more programs.

Program teachers are instructed to list only those key learner expectations which they now hold for their students in the grade or grades they teach or in the course or courses they teach at the upper levels of the system. There is no need at this point to distinguish between exit and enabling level expectations, since that distinction will be made by the program subcommittee later. Moreover, teachers should be told that they are not to be unduly constrained by the form. If they feel they must exceed 10 expectations, they should be able to do so within reasonable limits. Additionally, some program staff will have more expectations in one category than another. Physical education teachers will have more skill expectations than others, for example. Nevertheless, all teachers should be encouraged to list expectations in each of the three categories--knowledge, skill, and attitude.

Some districts ask individual teachers to fill out the forms and return them to the program subcommittees. Others use a group structure so that all first grade teachers, for instance, meet together and fill out one form for that grade level. Others use a group structure so that all primary teachers--kindergarten through third grade--meet and fill out a form for each of the grade levels included in the grouping. The group structure will obviously promote discussion that could be very beneficial to the entire process. In addition, if groupings are used, it might be possible for a member of the program subcommittee to meet with each of the groups to explain why the form is being asked for, to tell the group a little about classifications of objectives and what the subcommittee intends to do with the forms, and to answer questions that many will have about filling them out.

Oral Mapping

A different but equally effective method for getting a description for existing expectations is to use interviews. This approach requires more time. Many districts, however, designate one or two staff members, often members of the program subcommittee and/or the district curriculum director, and provide them with sufficient released time to meet with staff in groupings like the ones described above. The meetings then are used for explaining the mapping and answering questions the staff may have. Then the program subcommittee's designee(s) interviews teachers at all levels about their learning expectations for their students. On the basis of the interviews, a description of existing expectations is written by the designee(s).

Representative Mapping

A third approach does not require the involvement of all program staff at the outset of the program mapping process. Program subcommittees in this approach must be representative of all teachers in the program. The subcommittee, without contacting all the other program staff, uses its collective knowledge about existing curriculum to write end-of-the-year/end-of-course learner expectations for the program.

Summarizing and Articulating

Whatever the mapping approach used, it is followed by a summarizing and articulation task. Using the forms or other mapping approach results, the program subcomittee must summarize and order the expectations according to the guidelines discussed earlier in the content section of the manual.

In reality, this activity will result in more than a mere summary of all the expectations listed or given orally by program staff. In most instances, the program subcommittee will also attempt to organize the expectations into a better articulated sequence than may currently exist. Certainly, subcommittee members will need to edit, modify, and distill based upon all that has been gleaned from the mapping. Since it is reasonable to assume that most program objectives, whether written or inexplicit, are already in relatively sequential order, the organization of the mapped expectations will result in modification which will be neither dramatic nor disruptive to the existing program. Any modifications in the mapped, existing program as described by program staff will be done with the understanding by the program subcommittee that while an attempt will be made to bring the program closer to an ideal state, changes which will necessitate massive staff retraining, the abandonment of many existing texts and materials, or an immense redirection of human or money resources are out of the question. In a word, the articulation process should be done within the realm of the possible not necessarily the ideal.

What the Articulated Expectations Will Look Like

A program subcommittee's job, once the mapping forms or reports are given back to the subcommittee members, is difficult. Nevertheless, the final product will be relatively short, 9-12 pages, and will contain both the exit level expectations that have been distilled from the mapping information as well as the enabling expectation needed to meet exit levels. An abbreviated example of a social studies document, articulated after a mapping exercise for grades K-3 is shown on the next two pages.

Communicating and Ratifying

Before the revised, articulated expectations can be used in the next phases of the self-study, they must be shared with all the program staff to get their reactions to the total listing.

So the program subcommittee should plan to return both the mission statement and the expectations listing to program staff. To get their reactions about both, you will use the instrument called Teacher Survey I, found in the PROGRAM PROFILE HANDBOOK. Part I of that survey has a series of forced choice items, which can be tabulated manually or by machine scoring. Part II is an open ended instrument which asks for narrative. The entire survey focuses on obtaining the staff's reaction to the mission statement and the list of learner expectations as they now stand.

With the staff feedback from the Teacher Survey I, the program subcommittee makes one more set of modifications in the program intent documents, and then prepares to begin the next phase of the self-study, which is to collect evidence about how the program is currently being delivered.

K-3 SOCIAL STUDIES EXIT LEVEL LEARNER EXPECTATIONS

By the end of third grade, each student will:

1. understand the family unit, the interdepencies of family members with one another, and distinguish ways in which his/her own family is unique.
2. know how people and the environment affect each other and appreciate the need to use natural resources wisely.
3. become aware of different occupations and some broad fields available for his/her own career planning.
4. understand direction and location and apply that understanding by using maps and globes.
5. appreciate the need for rules and for cooperating with others in social settings.
6. value the fact that there are personal differences among people and identify some characteristics about him/her self.
7. know how communities are organized and what services are usually available to citizens.
8. begin to develop a sense of global community and how natural resources and environment influence that community.

K-3 SOCIAL STUDIES ENABLING LEVEL LEARNER EXPECTATIONS

Kindergarten

Each student:

1. tells how family members depend upon one another for physical, social and emotional needs.
2. explains orally about different types of family units such as single parent families, extended families, and nuclear families.
3. describes orally how environment affects lifestyles, clothing, food, transportation, and shelter.
4. recognizes different occupations in his/her community.
5. uses terms related to direction like right, left, up, and down.
6. begins to appreciate differences among families and recognizes that one type of unit is not necessarily always superior to all the others.

Grade One

Each student:

1. recognizes and values different personal characteristics like cleaniness, promptness, and friendliness.
2. recognizes various emotions people display.
3. tells about differences in families.
4. recognizes different kinds of shelter.
5. identifies ways that his/her own family is special.

6. becomes aware of broad areas of career opportunities.
7. appreciates the need for rules at home and at school.
8. cooperates with others in school work and play.
9. appreciates the value of property, distinguishes between his/her own things and others, and uses property properly.
10. identifies both directions and locations on maps and globes.

Grade Two

Each student:

1. recognizes the need for community organization.
2. appreciates differences and similarities in communities.
3. identifies ways that shelters are adapted to environments.
4. recognizes that communities are found in different locations.
5. tells about facilities and services that are available to all members of his/her community such as parks, libraries, roads, schools.
6. tells about the need for recreation.
7. identifies the need for changes in his/her community.
8. is able to match goods, services, and occupations to the needs of the community.
9. explains reasons for transporting people and goods.
10. values rules.
11. understands reasons for special observance days.
12. explains the meaning of common geographic terms.

Grade Three

Each student:

1. tells why people must use natural resources wisely.
2. describes regions such as desert, tundra, mountain, rain forest, and deciduous forest regions.
3. identifies uses of natural resources in various regions.
4. describes differences in climates of various regions.
5. describes lifestyles of different regions.
6. relates people's need to the environment.
7. locates various points of interest, both natural and man-made, on a map.
8. appreciates that global differences are enormous in terms of physical, and social needs of people.
9. tells about how cooperation between people of two different regions could avoid conflict between them.
10. understands how his/her own region is different from other regions on the planet in terms of natural resources, lifestyle, and quality of environment.